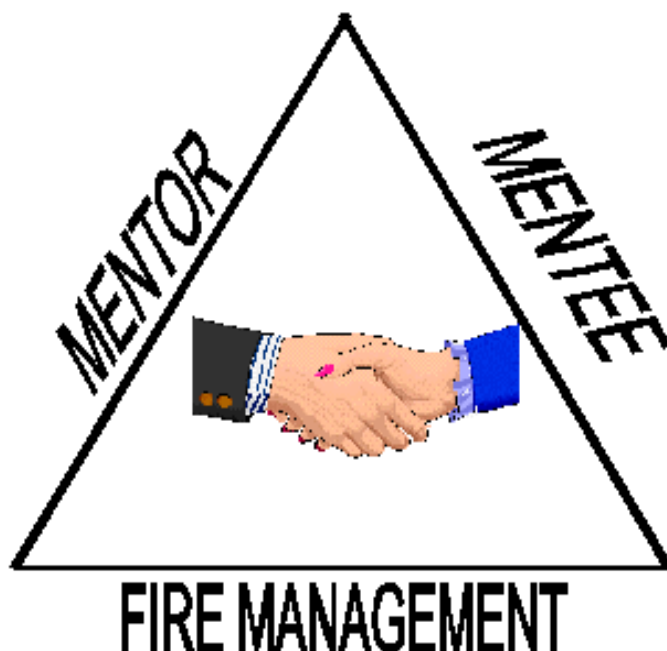


*National Park Service*  
*Fire Management Mentoring Program*



**CAREER – LIFE PLANNING GUIDE**

**“PASS IT ON”**

***Yesterday’s Life Experience = Tomorrow’s Careers***

*Our Vision “Yesterday’s experience, tomorrow’s workforce: professional, diverse, and dynamic.”*  
*Fire Management Workforce Development Committee March, 2000*

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## AN INTRODUCTION . . .

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### WHAT IS CAREER-LIFE PLAN AND WHY DO IT?

A Career-Life plan is a personal set of goals. It involves examining the past, present, and the future.

Developing a Career-Life Plan that is meaningful to you will require an inventory of both your personal life and you're working life. Based on this inventory, personal goals and job-related goals can be established with an eye toward blending the two into what we have called "Career Goals."

Schematically, the process looks like this:

#### **INVENTORY**

Personal Life

Working Life

#### **GOALS**

Personal Life

Working Life

#### **CAREER GOALS**

Since it is impossible to separate our working life and our personal life, we need to examine and understand both if we are going to be "successful" in life. The term "successful" is a relative term and does not relate strictly to one's working life. It relates to the blend of our working and personal lives that we have chosen for ourselves. Based on this philosophy, it is perfectly reasonable to imagine that a GS-7 employee is more "successful" than a GS-15 employee. When our personal lives and our working lives conflict, problems include high blood pressure, dependency on medication, inability to sleep, poor family relations, alcohol problems, accident proneness, and depression. Some of these carried to the extra could result in death.

You owe it to yourself, your spouse or partner, your friends, and others to take the time to complete this workbook on career-life planning.

*Career-Life planning is not an easy task;  
other people cannot decide for you because  
only you are in a position to define your  
own "success."*

*This guide provides you the opportunity to  
state your personal and job-related goals and  
to merge these to form your career goals. You  
will be asked to outline an action plan to meet  
these goals.*

## PURPOSE . . .

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The purpose of this booklet is to help you in your career-life planning process; to provide guidance and things for you to consider. Career planning involves goal development, job career information, and career-life management.

### 1. GOAL DEVELOPMENT

Goal Development may be divided into three stages.

#### **Stage I IDENTIFICATION AND RECOGNITION OF PERSONAL GOALS.**

- Identifying personal strengths and weakness.
- Identifying interests and aptitudes.
- Establishing personal (family or leisure time) goals.

#### **Stage II IDENTIFICATION OF JOB-RELATED GOALS.**

- This includes both short- and long-term plans and goals. Here you study alternative career paths available, qualifications necessary for you to pursue these paths, and establishment of Job-Related goals.

#### **Stage III ESTABLISHING CAREER-LIFE GOALS**

- This occurs when you merge both your **PERSONAL** and **JOB-RELATED** goals, recognize any conflicts, and develop workable alternatives.

### 2. JOB CAREER INFORMATION

The next area in total career planning is Career Information.

To make decisions about your future you must have up-to-date factual information about what is available and possible within the Park Service.

Your supervisor or personnel officer is a primary source of information, either directly or as a reference to available resources.

This guide provides you a general index (Activity B) as to where you can locate job information, job requirements, and educational requirements.

---

Feel free to seek information from other employees who may have the specialized information you need.

The Personnel Officer is a key figure if you need assistance. He/she will be able to provide help or refer you to appropriate sources to gain needed information.

These people are here to help; do not hesitate to ask questions or seek information from them.

### **3. CAREER-LIFE MANAGEMENT**

The last section of career-life planning is Career Management. This is an on-going process of implementing, monitoring, and revising your career plans. You should review and update your career-life plans on a periodic basis.

## INTROSPECTION . . .

---

Each person has an opinion about his/herself and what he/she would like to do. Answer the following questions.

1. How do I view my life? (Circle one)

Exciting   Satisfying   Unsatisfied   Frustrated   Uncertain

Fearful   Worried   Indifferent   Don't care   Doomed

2. Do I have control over my life? \_\_\_\_\_

3. What exiting things have happened recently in my life?

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4. Who are the important persons in your life? (Name the persons with whom you may wish to share in preparing your career-life plan.)

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5. What do I want to do with my life?

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---

## BEFORE YOU BEGIN . . .

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This guide was developed to provide a simple structure for planning your growth and development. Complete the guide in sequence. As you move along and review what you have written you will begin to understand yourself better. Do not hesitate to change any of your answers as you gain more insight into dimensions of your abilities and needs. This process will help you assess your skills, values, abilities, and needs and relate them to a realistic, attainable career-life plan. You will then be in a better position to take full charge of your own life and plan your course of action.

**Part A** provides some exercises that will assist you in recognizing and establishing your personal goals.

**Part B** provides some exercises and information to assist you in defining your job-related goals.

**Part C** will ask you to compare the goals prepared in Parts A and B and to establish your short-range, medium-range, and long-range career-life goals.

You may complete the exercise with minimal amount of effort, but the value received will be directly proportional to the time you spend on it. This guide is for you. You should complete it because you want to – not because someone else thought you should. You should be ready to do some hard thinking about your life and expect to spend some time completing the assignments. During or at the end of each part, you may want to review and seek further input or information from your mentor.

There are many different approaches available for establishing goals – feel free to explore others and make additions to this guide.

Before you begin, scan through Parts A and B and then review Part C. This will give an idea of where you are going and how you will get there.

## **PERSONAL GOALS . . .**

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### **PART A**

Sometimes people are so involved with their job that they don't give full consideration to their personal life needs. This can lead to family conflicts or frustrations. A person striving to live a well balanced, fulfilling life needs to examine his/her personal goals, career goal, and recognize and deal with any resulting conflicts.

Following are some brief exercises that that will help you focus on your personal / work relationship, highlight some of your personal interests and skills, look briefly at how you spend your time, and aid you in recognizing your personal goals. If there is another person with whom you have a close relationship, his/her involvement in this review might be of benefit to you.

### **EXERCISES:**

- No. 1 PERSONAL LIFE CONSIDERATIONS ---** A two-part exercise on rating selected activities and identifying personal needs and wants.
- No. 2 DISCOVERING YOUR VALUES ---** Rating selected personal values in terms of their importance to you.
- No. 3 TIME MANAGEMENT ---** Examine how you spend your time.
- No. 4 PEAK EXPERIENCES ---** Identify your interest and the type of people with whom you enjoy associating.
- No. 6 WHAT YOU KNOW ---** Identify your education, training, and hobbies.
- No. 7 SKILLS AND ABILITIES ---** Identify your skills and abilities.
- No. 8 YOUR PERSONAL GOALS ---** A three-part exercise for establishing your personal goals.



**PERSONAL LIFE CONSIDERATIONS ...****EXERCISE 1**

Following is a list of activities that affect your personal happiness. Rate each activity on the accompanying scale from least essential to the most essential.

ACTIVITY	LEAST ESSENTIAL				MOST ESSENTIAL
	1	2	3	4	5
Time with family					
Time with friends					
Vacations/travel					
Hobbies					
Active sports					
Entertainment					
Time alone					
Self-development					
Church or community activities					
Volunteer work					
Live in certain area					

There are many activities and elements that affect a person's life and which the person needs or wants. Turn to the next page and complete the second half of this exercise.

## NEEDS AND WANTS . . .

## EXERCISE 1 (CONTINUED)

Following is a partial list of activities and elements that affect a person's life and should be considered in preparing a career-life plan. Identify and check (4) those elements that you consider most important to you. Add other activities or elements as needed.

### PERSONAL NEEDS

- ☐ Self-esteem
- ☐ Self-actualization
- ☐ Companionship
- ☐ Continued Education
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### TIME FOR –

- ☐ Self
- ☐ Family
- ☐ Friends
- ☐ Parents/Relatives
- ☐ Education
- ☐ Hobbies
- ☐ Recreation
- ☐ Social Activities
- ☐ Community Activities
- ☐ Business Interests or Opportunities
- ☐ Second Job
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### GEOGRAPHIC LOCATION

- ☐ Housing
- ☐ Schooling for Children
- ☐ Recreation Facilities
- ☐ Cultural Opportunities
- ☐ Religious Opportunities
- ☐ Medical Facilities/Service
- ☐ Proximity to Population Center
- ☐ Education Facilities for Self  
(and/or spouse)
- ☐ Extra-curricular Activities
- ☐ Commercial Services
- ☐ Social Contacts
- ☐ Environment
- ☐ Public Services
- ☐ Near Parents/Relatives
- ☐ Public or Special Transportation
- ☐ Climate
- ☐ Cost of Living
- ☐ Remoteness or Isolation
- ☐ Commuting distance to work
- ☐ Health or social Services
- ☐ Privacy
- ☐ Child Care
- ☐ Preferred Lifestyle
- ☐ Spouse's Career
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### FINANCIAL

- ☐ Basic Needs
- ☐ Housing
- ☐ Education
- ☐ Medical
- ☐ Travel
- ☐ Child Care
- ☐ Vacations
- ☐ Investments
- ☐ Security
- ☐ Recreation
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## DISCOVERING YOUR VALUES ...

## EXERCISE 2

Awareness of your value system is very important. Remember that values and interests change at different life stages – what is important to you today may not be as important 5 or more years from now. Rank values listed below in terms of their importance to you, from one (most important) to fifteen (least important). Add others that may not be listed.

_____	<b>Variety</b>	_____	_____
_____	<b>Security</b>	_____	_____
_____	<b>Prestige</b>	_____	_____
_____	<b>Money</b>	_____	_____
_____	<b>Service</b>	_____	_____
_____	<b>Friends</b>	_____	_____
_____	<b>Leisure time</b>	_____	_____
_____	<b>Leadership</b>	_____	_____
_____	<b>Pleasure</b>	_____	_____
_____	<b>Family life</b>	_____	_____
_____	<b>Power</b>	_____	_____
_____	<b>Independence</b>	_____	_____
_____	<b>Location</b>	_____	_____
_____	<b>Affection</b>	_____	_____
_____	<b>Recognition</b>	_____	_____

---

**Describe why the four highest ranking  
Values are important to you.**

1

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2

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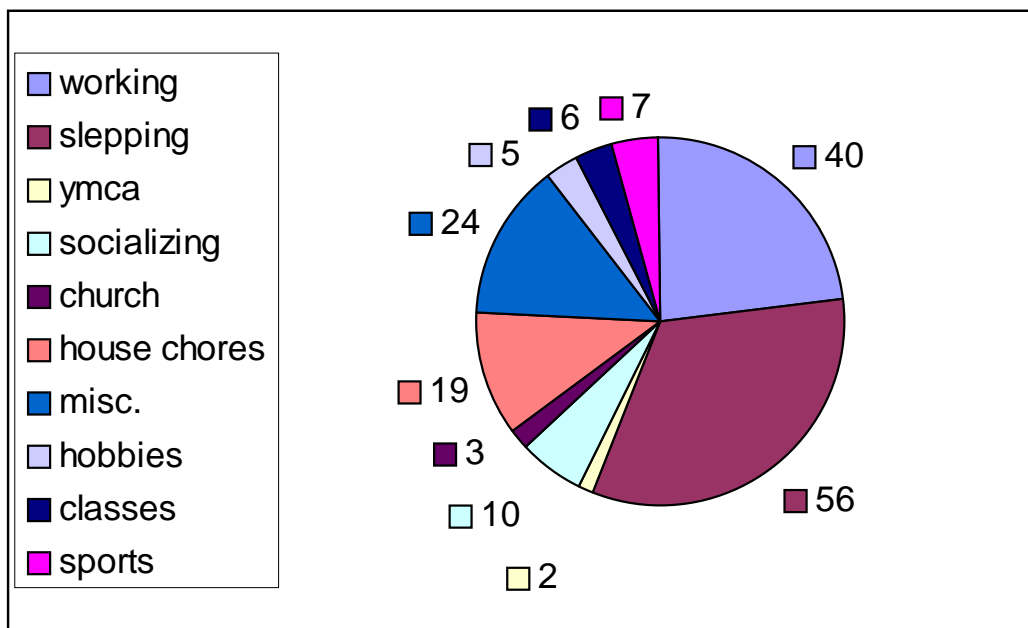
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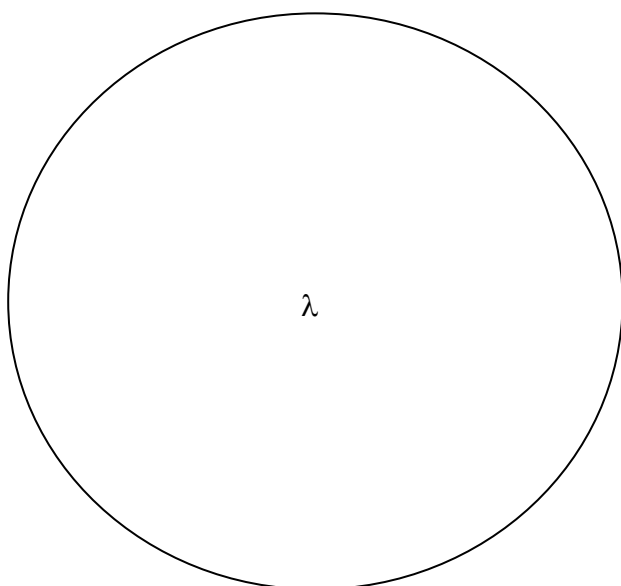
4

How well does your time schedule fit your priorities? Do you know what you really do with your time? To find out how you typically use your 168-hour week, diagram your slices of time in circle A below. (One-fourth of the circle equals 42 hours). Then if you are not satisfied with how you are spending your present time, shown in A, use circle B and diagram how you would like to spend your time. Indicate what changes you have made.

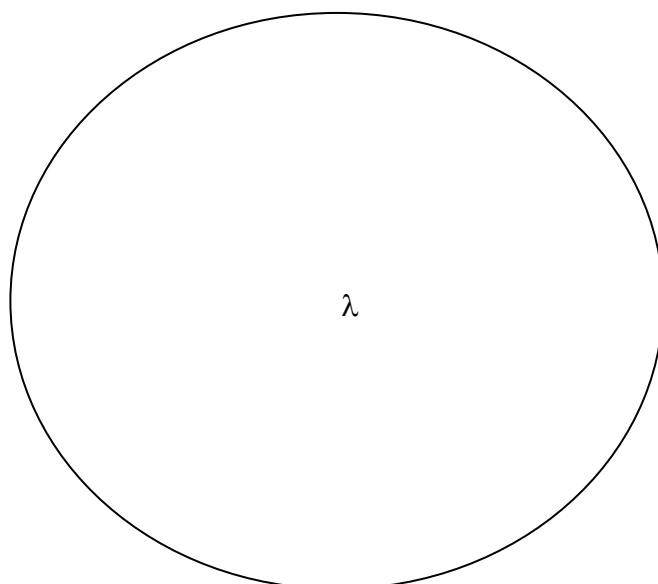
## EXAMPLE



A. PRESENT 168 HOUR PIE



B. FUTURE 168 HOUR PIE



There are no hidden talents. We often have talents that we hide from ourselves for a variety of reasons. Examining your peak experiences or achievements (the ones that enabled you to feel proud of yourself) will give you an indication of the areas where your personal strengths lie and where you can achieve maximum personal satisfaction.

Follow the directions and list the top three tasks or accomplishments in each category. They can include things you did as a child, teenager, college student, or as an adult.

**LIST THE THREE MOST IMPORTANT TASKS OR ACCOMPLISHMENTS YOU HAVE COMPLETED**

(May have been done at home, school, on the job, et cetera)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**LIST THREE TASKS OR ACCOPLISHMENTS THAT GAVE YOU THE GREATEST PERSONAL SATISFACTION**

(May or may not be same as above)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

### The Party

See diagram on following page

Imagine a party in a room shaped like a hexagon. In each corner of the room are gathered people who have similar interests and personalities – in this corner are very artistic and intuitive people; in this one, all those up-and-coming businessmen, et cetera.

You have just walked in. To which group will you go first? Imagine yourself standing there talking with these people.

After 10 minutes, this group leaves the party. Which group will you join now?

After 10 minutes, this group leaves too. Which group will you join now?

Continue to join groups in this manner until you have visited each group.

Now you have the chance to spend the rest of the evening with whichever of these groups you choose.

Which group will you join? \_\_\_\_\_

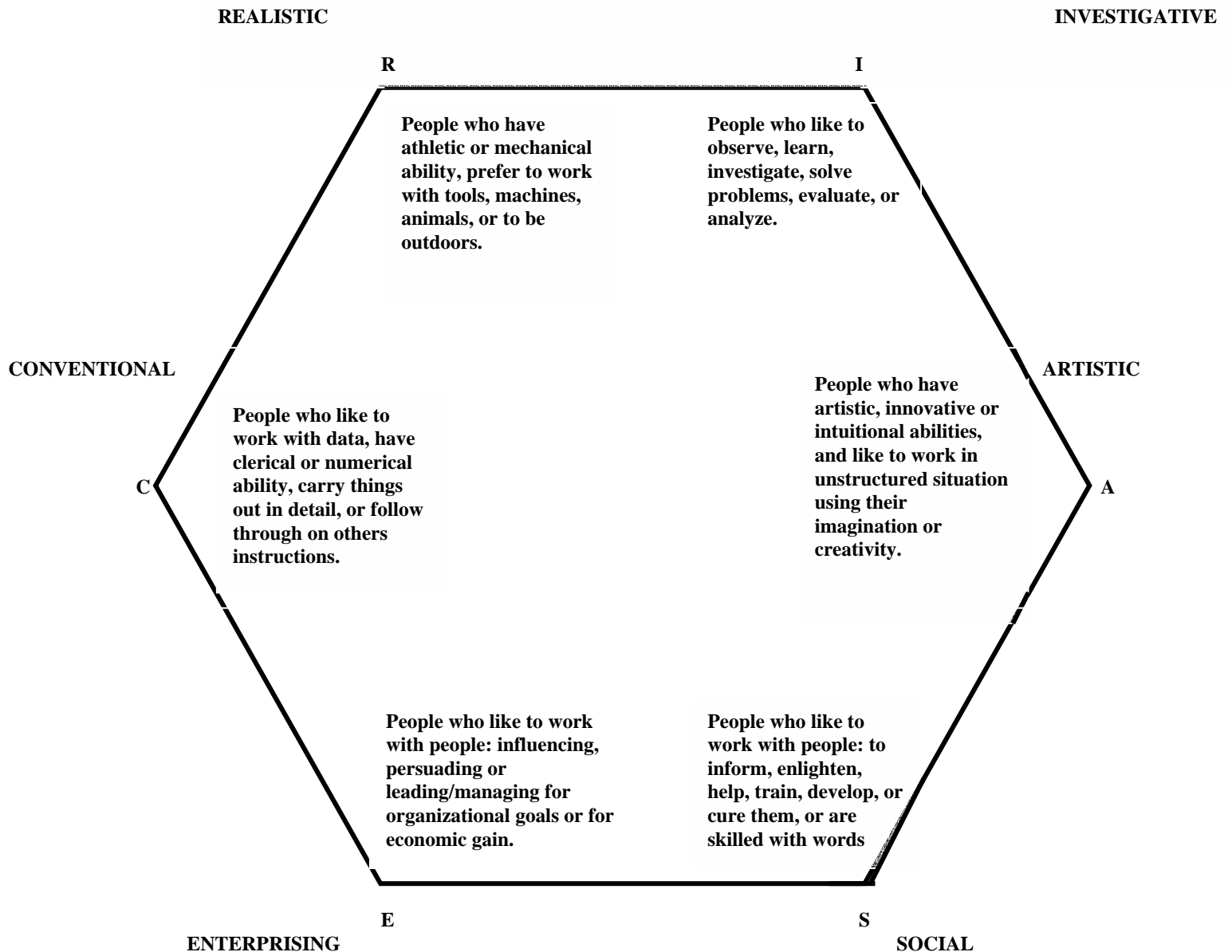
Why did you join this particular group? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This exercise is useful to help you identify what your interest are and the type of people with whom you prefer to spend your time. One further question, just think about it . . .

**Do you spend most of your time in real life with a group of people rather than the group you would most willingly choose to be with?**

## EXERCISE 5 (CONTINUED)



**I. Education and Training**

**What diplomas. Degrees.**

**Licenses/certificates do you have?**

---

**II. What business, vocational, apprenticeship  
and on-the-job training have you had?**



**EXERCISE 6 (CONTINUED)**

---

**III. Which courses and activities did you like  
best in school? Why?**

---

**IV. Which courses and activities did you  
dislike in school? Why?**

---

**V. What are the hobbies and activities that you now like most?**

## **SKILLS AND ABILITIES**

## **EXERCISE 7**

This exercise is designed to help you identify areas of strengths and weaknesses in a variety of skills.

Check ( 4) the areas in which you feel particularly capable.

### **PEOPLE SKILLS**

\_\_\_\_\_ assisting

\_\_\_\_\_ evaluating, judging

\_\_\_\_\_ supervision, overseeing

\_\_\_\_\_ handling conflict

\_\_\_\_\_ coordinating people's work

\_\_\_\_\_ entertaining, joking

\_\_\_\_\_ persuading, convincing, selling

\_\_\_\_\_ teaching, counseling

### **SKILLS WITH THINGS**

\_\_\_\_\_ inventing, developing, setting up

\_\_\_\_\_ fixing, keeping in order

\_\_\_\_\_ precision handling

\_\_\_\_\_ organizing mechanical

\_\_\_\_\_ operating mechanical things

\_\_\_\_\_ organizing space

\_\_\_\_\_ inspecting, observing

### **SKILLS WITH DATA**

\_\_\_\_\_ conceiving, abstract reasoning  
or problems

\_\_\_\_\_ identifying essential points

\_\_\_\_\_ synthesizing, combining

\_\_\_\_\_ compiling

\_\_\_\_\_ coordinating information

\_\_\_\_\_ computing

\_\_\_\_\_ analyzing, evaluating

\_\_\_\_\_ comparing, finding  
differences or similarities

## **EXERCISE 7 (CONTINUED)**

---

I. What special skills and abilities do you have? Include skills with machines.

---

II. What things do you do well (your strengths)? (Be objective - not modest)

---

III. What things do you dislike doing/do poorly? Why?

This exercise is designed to help you determine your personal goals. It consists of three parts:

1. Setting Tentative Personal Goals.
2. NOTES: Input from Others and Review.
3. Finalizing

You have gone through a process of getting to know yourself better. Thus, you are in a better position to take charge of your life - to control it and make decisions. There is always some risk involved, some fear of the uncertain or of failure, but this can be lessened by:

1. You have been making decisions regularly, though some have been unconscious. You are now ready to make some tentative decisions about your future. Enter your goals on the next page. These may be only tentative, your first thoughts at this point. Remember that few decisions have to be permanent, you can modify or change your decisions.
2. You can further reduce the risk in a decision by gathering addition information. Review Exercises 1 through 7. Discuss the results of these exercises and your tentative goals with your mentor/supervisor - seek their input. Space is provided for you to keep notes on any additional input you may obtain.
3. After you have carefully thought out your decisions, enter your final Personal Goals on the last page of this exercise.

**THOUGHTS ABOUT SETTING GOALS ...**

- *Remember that you must develop and set your own goals, not those that others think you should accomplish. They may be the same, but you must be the owner of your goals.*
- *Remember that your goals must be in harmony with your value system as well as your aptitudes, knowledge/skills or likes and dislikes.*
- *It is important to write down your goals, as the process helps to clarify them and you will be more committed to accomplishing them.*
- *Set target dates for your short-range goals, remembering that they may need to be revised from time-to-time.*
- *You may have several short-range goals leading to a long-range goal. These should be more easily attainable and lead you in stages to your long-range goal. Identifying these is important in achieving your final goal.*
- *Visualize yourself in your long-range goal, as if it were accomplished. This can help build your self-confidence and reinforce your desire to succeed.*

## EXERCISE 8 (CONTINUED)

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1. My Tentative Personal Goals are:

(OPTIONAL USE)

---

Short-Range Goals (1 to 6 months):

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Medium-Range Goals (1 to 2 years)

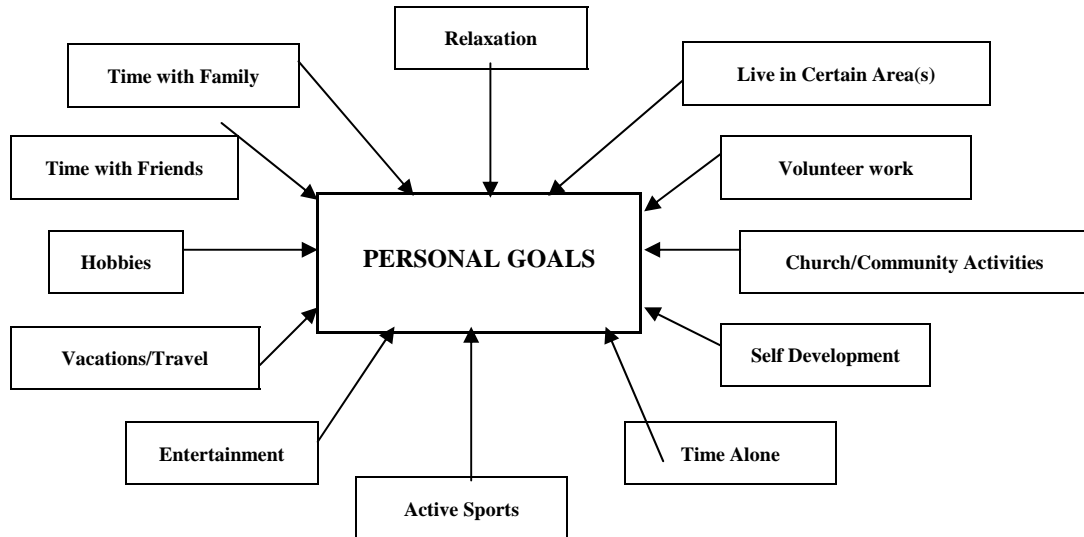
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Long-Range Goals (5 years)

---

**2. NOTES:** Input from others and review **(OPTIONAL USE)**

**(OPTIONAL USE)**

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## **Job-Related Goals . . .**

---

### **PART B**

Now that you have established your personal goals, the next step is to determine your job-related goals. Most people in the work force have dreams and desires for advancement - - for a better and more rewarding job. Often times, a person finds that he/she has set their sights too high, or learns that they are not qualified, or that it is not the type of job they were really interested in. Thus, it is important to establish realistic job-related goals.

In addition to identifying what you want in a job and in your job-career, you will be asked in the following exercises to research the availability and qualifications required for specific jobs and avenues that are available to you.

### **EXERCISES:**

**No. 1. WHERE ARE YOU NOW?** Analysis of various aspects of your current job.

**No. 2 TIME MANAGEMENT.** Analysis of job vs. personal time.

**No. 3 WHAT DO YOU WANT.** A two-part exercise to express the type of work you desire and to evaluate what you want in a job.

**No. 4 WANTS AND NEEDS.** Selecting those activities and elements that are most important to you.

**No. 5 WHAT'S AVAILABLE.** Where to obtain information and assistance on available jobs and to identify those jobs you are interested in.

**No. 6 YOUR JOB-RELATED GOALS.** Establish your job-related goals. Also, identify your training/education needs.



## WHERE ARE YOU NOW ...

## EXERCISE 1

Analyze the good and not-so-good aspects of your current job. List the most important responsibilities of your present job below and place a checkmark on each of the lines opposite to indicate the degrees of challenge and enjoyment that each responsibility gives you.

### MOST IMPORTANT RESPONSIBILITIES

#### Amount of Challenge

#### Level of Enjoyment

	Amount of Challenge					Level of Enjoyment				
	Low 1	2	3	4	High 5	Low 1	2	3	4	High 5

Describe the environment aspects of your work and check the degree of satisfaction each one affords you. Add other aspects, which you consider important.

	Level of Satisfaction				
	LOW 1	2	3	4	HIGH 5
Physical surroundings:					
People I work with:					
Supervision:					
Policies and procedure for my work:					
Compensation (salary, vacation, benefits):					
Job Security:					
Promotion/growth opportunities					

Here are some questions that may provide you some insight about your feelings and priorities of job vs. personal time. Be as honest with yourself as possible in your response.

1. What are the limits you set on how much time you will devote to your job?

Are you willing (or do you like) to work extra hours?

Often\_\_\_\_\_

Rarely\_\_\_\_\_

Occasionally\_\_\_\_\_

Never\_\_\_\_\_

Are you willing (or do you like) to travel on business?

Extensively\_\_\_\_\_

Rarely\_\_\_\_\_

Occasionally\_\_\_\_\_

Never\_\_\_\_\_

Are you willing (or do you like) to work weekends?

Often\_\_\_\_\_

Rarely\_\_\_\_\_

Occasionally\_\_\_\_\_

Never\_\_\_\_\_

Do you take work home and do it on your own time?

Often\_\_\_\_\_

Rarely\_\_\_\_\_

Occasionally\_\_\_\_\_

Never\_\_\_\_\_

2. Do you have definite ideas about where you want to live?

Yes\_\_\_\_\_

No\_\_\_\_\_

What compromises, if any, would you make for the sake of your career?

\_\_\_\_\_I would move almost anywhere if it meant a promotion.

\_\_\_\_\_I would move almost anywhere if it meant a truly satisfying job.

\_\_\_\_\_I would welcome some kinds of moves, but refuse others.

\_\_\_\_\_I am not willing to leave this area.

(other) \_\_\_\_\_

## EXERCISE 2 (CONTINUED)

---

3. How do you feel about mixing business with pleasure?

\_\_\_\_\_ I dislike.

\_\_\_\_\_ I don't mind entertaining business or professional contacts in my home.

(other) \_\_\_\_\_

\_\_\_\_\_

4. Do you augment your basic income by doing other kinds of work?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Is this situation satisfactory?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

What, if anything, would you like to change about it and which job gives you more satisfaction?

\_\_\_\_\_

\_\_\_\_\_

**PART 1**

Briefly list or describe the field of work you are most interested in and the type of job or position desired. Also, identify any other areas of work or type of jobs you might consider.

## EXERCISE 3 (CONTINUED)

### PART 2

#### WHAT DO YOU WANT IN A JOB?

Listed is a series of general job aspects that you will want to consider when developing your job-related goals. Rate each aspect on the indicated scale.

Job Aspects	1	2	3	4	5	6	7	8	9	10
Work with people										
Work alone										
Work outside										
Work inside										
Supervise others										
Have Line responsibility										
Have staff responsibility										
An urban location										
Develop new programs										
Refine existing programs										
Do creative work										
Be the boss										
Work with budgets										
Do planning										
Do reports										
Work with public										
Work with industry										
Work with politicians										
Work with machines										
Do clerical work										
Do filing										
Do research										
Work with computers										
Develop subordinates										
Do training										
Have an important title										
Be a member of a team										

Which general category would you prefer?

I would rather be a 'thinker' \_\_\_\_\_

I would rather be a 'doer' \_\_\_\_\_

Following is a partial list of activities and elements, which affect a person's choice of work. Identify and check (4) those elements which you consider most important to you; Add other activities or elements as needed.

## WORKING CONDITIONS

- ☐ Responsibilities
- ☐ Variety of work
- ☐ Office vs. field
- ☐ Organization structure
- ☐ Tour of duty
- ☐ Overtime required
- ☐ Flexibility
- ☐ Support of supervisor
- ☐ Type of work
- ☐ Level of work
- ☐ Amount of travel
- ☐ Opportunity to use knowledge
- ☐ Location
- ☐ Satisfaction
- ☐ Recognition
- ☐ Challenge
- ☐ Management supports
- ☐ Management/supervisor Attitude
- ☐ Opportunity to be creative
- ☐ Opportunity to present New ideas
- ☐ Productive
- ☐ Team work
- ☐ Managerial style
- ☐ Consideration for personal needs
- ☐ Friendly atmosphere
- ☐ Enjoyable work
- ☐ Sense of accomplishment
- ☐ Self-worth
- ☐ \_\_\_\_\_

## LOCATION

- ☐ Organization level (Field station/headquarters)
- ☐ Housing provided
- ☐ Remoteness/isolation
- ☐ Compound housing living
- ☐ Size of community
- ☐ Travel distance to full service Community
- ☐ Social structure
- ☐ Social acceptance
- ☐ Family support system
- ☐ Compatibility with spouse's Career
- ☐ Environment
- ☐ Climate
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## BENEFITS

- ☐ Security
- ☐ Promotional/Advancement potential
- ☐ Health program
- ☐ Employee relations
- ☐ Salary
- ☐ Leave time
- ☐ Retirement
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## DEVELOPMENT FOR:

- ☐ Job enrichment
- ☐ Job skills
- ☐ Job advancement
- ☐ Professional skills
- ☐ Opportunity to attend Professional organizations
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

At this point, you should search out specific information and seek assistance from others on available jobs, career ladders, and the opportunities and avenues available to you.

**SOURCES OF INFORMATION**

1. A GOOD STARTING POINT IS THE *"Career-Life Planing Guide"*
2. Talk with your mentor/supervisor. He/she is knowledgeable and can provide invaluable assistance and advice. They may not be able to answer all your questions; however, they can direct you to a person who can.
3. Seek advice from others (Personnel Officer, peers, Superintendent, Staff Officer, et cetera). This is appropriate and proper. Discuss contacting others personnel with your supervisor.
4. Space is provided on the third and fourth pages of this exercise to list those jobs you are interested in and to keep notes.

**POINTS TO CONSIDER**

- Each occupation has unique advancement patterns that are influenced by many factors. You need to know what they are. Your supervisor/mentor is a good place to start.
- An asset to career advancement is geographic mobility. However, willingness to move may not be consistent with your personal goals.
- As a general rule, the more specialized you become, the more restrict your opportunities for advancement.
- If you are married or in a partnership situation and both have working careers, a move that will satisfy both will be difficult. Help, however, is available.
- Advancement in some occupations (generally two grade interval positions) will be strongly enhanced by inter-regional experience, a diversified background of job experiences and experience at the various levels of the organization (Park District, Park Superintendents Office, Regional Office and Washington Office).
- A working knowledge of personnel policies and practices will expand your career options. Examples include merit promotion plan, training opportunities, upward mobility, conversion policy, mobility policy, classification and pay administration. There are many, many more. Also, learn the do's and don'ts.

### OTHER REFERENCES

The following references will assist you in gathering information. This is not a complete list of all the information available, but it is broad enough to meet most of your needs. Contact your supervisor or personnel officer for additional information in specific areas.

- A. Manuals. The Park Service maintains a comprehensive manual system that provides guidance and direction to the Agency. The following manuals are available at all Park and Regional Offices.
  - 1. X-118. This is a technical qualifications standards handbook used to determine job qualifications for various jobs.
  - 2. Position Classification Standards. These are used to determine job series, grade, and title of position.
  - 3. Personnel Manuals
  - 4. "Manager's Handbook." A handbook published annually by Office of Personnel
- B. Other Publications. Available from the publisher or local book stores. See list in "BIBLIOGRAPHY" (final page in guide).

#### Recommended Reading:

**"FEDERAL EMPLOYEES ALMANAC,"** a private publication updated annually. Very broad, fairly detailed information.

**"WHAT COLOR IS YOUR PARACHUTE"** by Richard Bolles

**"TAKE CHARGE OF YOUR OWN CAREER"** by Donna J. Moore

**"PLAY TO WIN"** by Larry Wilson and Hersch Wilson

**"DEVELOPMENT FIRST, Strategies For Self-Development"** by David B. Peterson

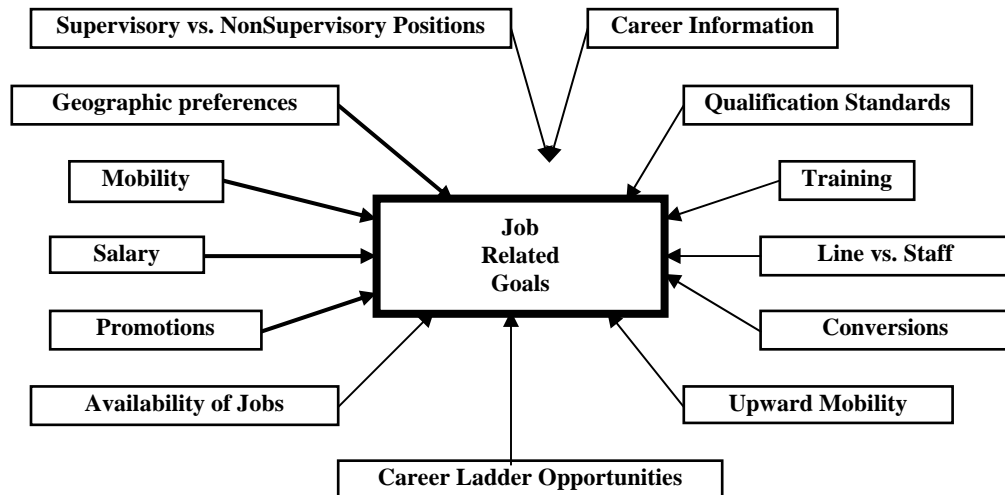


\_\_\_\_\_

[illegible]

## EXERCISE 5 (CONTINUED)

Your supervisor maybe able to furnish you the information for the subjects starred (H) below.



## NOTES.

**PART 1**

My Job-related Goals are:

---

Short-range Goals (1 to 6 months):

---

Medium-Range Goals (1 to 2 years):

---

Long-range Goals (5 years):

## **EXERCISE 6 (CONTINUED)**

---

### **PART 2**

Review the qualifications needed for the position(s) you desire and list below. Check (4) those qualifications you do not now have.

What training and/or education is necessary for you to meet these qualifications?

### **CAREER-LIFE GOALS**

---

## **PART C**

**PERSONAL**

**+**

**JOB RELATED**

**+**

**CAREER GOALS**

After having completed the exercises in parts A and B, you should have a better idea of your own identity and what your needs and wants are. The final phase to Career-Life Planning is to establish your Career-Life Goals. This phase should not be taken lightly. It is not a process of combining your personal and job-related goals. It involves examining both sets of goals to determine what conflicts, if any exist between the two sets and then determine how those conflicts may be resolved.

Remember, there is seldom an ideal career-life goal. You will need to make trade-offs between the pluses and minuses of various conditions and situations. It is suggested that you weight your individual goals against:

- Your personal values
- Your responsibilities to family, others and yourself
- Your skills and abilities
- Your education/training background and needs
- Your personal characteristics or qualities
- Your needs and wants
- The type of work that is available
- The time and effort you can/want to invest

### **EXERCISES:**

**No. 1 TRADE-OFFS ---** Identify and resolve conflicts between personal and job-related goals.

**No. 2 YOUR CAREER-LIFE GOALS ---**Two-part exercises to establish your career-life goals and summarize the job you want.

**No. 3 JOB-CAREER PLAN ---** A form that you can review with your mentor/supervisor.

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**TRADE-OFFS . . .**

**EXERCISE 1**

---

**REVIEW YOUR PERSONAL AND JOB-RELATED GOALS.**

Are there any conflicts between your personal goals and your job-related goals?

YES \_\_\_\_\_ NO \_\_\_\_\_

If you answered “Yes,” complete this exercise. If you answered “No,” proceed to Exercise 2.

\_\_\_\_\_  
Describe any conflicts.

\_\_\_\_\_  
What adjustments are necessary?

\_\_\_\_\_  
If there are conflicts and adjustments cannot be made, what are the potential problems or consequences that might result?

\_\_\_\_\_  
Consider any trade-offs when preparing your Career-Life Goals. Exercise 2.

**PART 1**

**My Career-Life Goals are:**

---

Short-Range Goals (1 to 6 months):

---

Medium-Range Goals (1 to 2 years):

---

Long-Range Goals (5 years):

## EXERCISE 2 (CONTINUED)

---

### PART 2

#### SUMMARY

As a summary of what you have done, now complete the following information to outline a “picture” of the job you want.

1. Where (geography-wise) \_\_\_\_\_

\_\_\_\_\_

2. Special skills or knowledge needed. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. In these people environments. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. With these working conditions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. At this level of responsibility and salary \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. H For this job(s) \_\_\_\_\_

short-range \_\_\_\_\_

medium-range \_\_\_\_\_

long-range

HList several jobs that will meet your criteria as related to your short-, medium-, and long-range goals.